DOCUMENT RESUME

ED 096 221 SO 007 762

AUTHOR	Dunfee, Maxine, Ed.
TITLE	Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography.
INSTITUTION	Association for Supervision and Curriculum Development, Washington, D.C.
PUB DATE	74
NOTE	58p.
AVAILABLE FROM	Association for Supervision and Curriculum Development, 1707 K Street, N. W., Suite 1100, Washington, D. C. 20007 ($3.25)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Bias; Bibliographies; *Cultural Pluralism; Discriminatory Attitudes (Social), Educational Change; *Ethnic Stereotypes; *Ethnocentrism; Evaluation Criteria; Instructional Materials; Resource Materials; Selection; *Textbook Bias

ABSTRACT

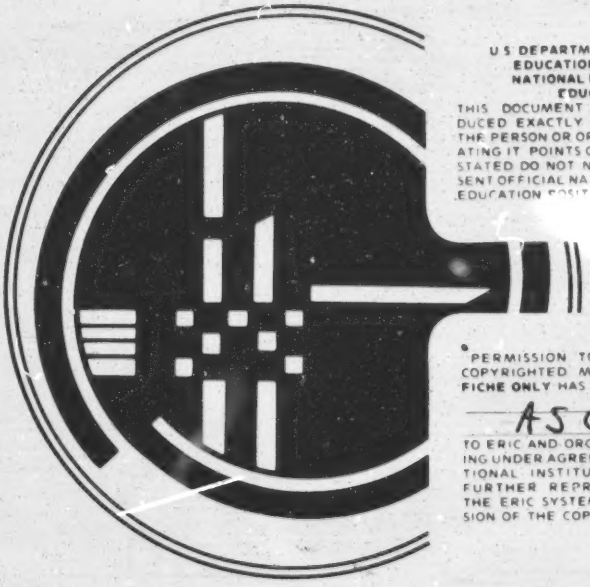
This is the third edition of a bibliography prepared in response to concern over inaccurate and inadequate representation of ethnic groups in instructional material. It is divided into four sections with commentary preceding the listings of books and journal articles pertinent to particular topics. In the first section, A Rationale for a Pluralistic Society, the commentary traces historic concerns for Americanizing the citizenry and makes a plea for recognizing that cultural pluralism is indeed desirable. Part 2, Evidence of Ethnic Bias in Instructional Materials, describes and documents the evidence of such bias. Part 3, Efforts to Change, includes an essay describing proposed solutions, projects, and programs and an indicative rather than comprehensive documentation of such efforts. The fourth part, Resources for Educators, includes comments on a wide variety of information sources from bibliographies selected for children to provide background which will help teachers sharpen their understanding of our cultural diversity. The fifth and final section, Evaluation Your Textbooks for Racism, Sexism, contains a practical guide for evaluation of instructional materials with reference to racism and sexism. (JH)

ED 096221

ELIMINATING ETHNIC BIAS

IN INSTRUCTIONAL MATERIALS: COMMENT AND BIBLIOGRAPHY

AUG 1 0 1974



U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

ASCD

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Edited by Maxine Dunfee

For the ASCD Working Group on
Ethnic Bias in the Preparation and
Use of Instructional Materials

Foreword by Glenys G. Unruh

SP 007 762

Association for Supervision and Curriculum Development
1701 K Street, N.W., Suite 1100, Washington, D.C. 20006

Copyright © 1974 by the
Association for Supervision and Curriculum Development

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from the publisher.

Price: $3.25

Stock Number: 611-74020

The materials printed herein are the expressions of the writers and are not necessarily a statement of policy of the Association.

Library of Congress Catalog Card Number: 74-81684

Contents

Acknowledgments iv

Foreword v
Glenys G. Unruh

Introduction vii
Maxine Dunfee

1. A Rationale for a Pluralistic Society 1
Norman Drachler

2. Evidence of Ethnic Bias in Instructional Materials 11
LaMar P. Miller

3. Efforts To Change 21
Clifford Lumm

4. Resources for Educators 31
Maxine Dunfee

5. Evaluate Your Textbooks for Racism, Sexism 43
Max Rosenberg

Contributors 49

ASCD Working Group on Ethnic Bias in the Preparation and Use of Instructional Materials, 1973-74 53

Acknowledgments

Final editing of the manuscript and publication of this booklet were the responsibility of Robert R. Leeper, Associate Secretary and Editor, ASCD publications. Technical production was handled by Nancy Olson, Caroline Grills, Elsa Angell, and Teola T. Jones. The design on the cover is reproduced with permission from: Marcia Loeb. *Art Deco Designs and Motifs.* Dover Pictorial Archive Series. New York: Dover Publications, Inc., 1972.

Foreword

This booklet makes known to a wide reading audience the Association's cognizance of the need to analyze instructional materials for ethnic bias—whether bias is intentional or unintentional. This need has been called to the attention of curriculum directors, supervisors, and publishers in recent years through the realization that the "melting pot" concept is an anachronism in a pluralistic society.

Awareness of bias has been sharply brought to the fore, largely because of concerns expressed by black leaders. These concerns have converged with the long-time efforts of persons of other ethnic backgrounds in working toward a conceptualization of cultural pluralism which honors and respects the dignity of man.

Presently, as exemplified by the comments and references provided here, sweeping changes in instructional materials are under way. Publishers are joining with writers and developers of teaching materials to emphasize the contributions from each of the many groups that make up our country, to emphasize diversity as an aspect of the unity needed in American society, and to enrich American life by including differences rather than excluding some that do not fit old stereotypes.

This booklet is rich in bibliographical references and promises to become a bank of rich data for researchers who are exploring cultural pluralism in relation to instructional materials and who are generating new ideas and new materials for students. The comments preceding references in each chapter are pungent and thought provoking, and provide the reader with generalizations from which can stem wise decisions.

Congratulations to Norman Drachler, LaMar P. Miller, Clifford Lumm, Maxine Dunfee, and Max Rosenberg, whose work over the past three years has made possible this contribution to teaching and learning through selections of unbiased instructional materials. If you

read nothing else, please read their comments at the beginning of each chapter. Follow the commentary throughout the book for its total effect. Each writer builds upon the others' contributions and provides new insights into the meaning of cultural pluralism for all of us.

Glenys G. Unruh, *President, 1974-75*
Association for Supervision and
Curriculum Development

Introduction

The Association for Supervision and Curriculum Development has shown continuing concern about the role of curriculum in building satisfying human relationships among members of the society. Recently the Association has exerted leadership in building better understanding about and among the diverse groups that make up America.

Many of the ethnic groups in American society have been inadequately and inaccurately represented in instructional materials. This fact was again brought emphatically to the attention of the Association by members who were convinced that curriculum content generally seemed to ignore the cultural pluralism existing in this country. As a result of the efforts of these members, the Association in 1969 activated the Commission on Ethnic Bias in the Preparation and Use of Instructional Materials, a group representative of various ethnic segments of the society. The Commission was charged with planning ways in which Association members and other educators and lay persons could be alerted to the existence of bias in instructional materials, made aware of evidences of such bias, and encouraged to take action to secure bias-free materials for their schools.

The Commission (later to become the Working Group on Ethnic Bias in the Preparation and Use of Instructional Materials) selected the preparation of a bibliography of basic sources of information and resources as a worthwhile undertaking. The first edition of the bibliography was published by ASCD in December 1970, and distributed as a supplement to the ASCD *News Exchange*. In response to its very favorable acceptance, the bibliography was revised, extended, and distributed at the ASCD 1972 Annual Conference in a study group planned by the Commission. The present bibliography, then, is a third and more formal edition.

The bibliography has four major divisions, each of them designed to provide a wide range of readings from which interested persons may choose. While the quantity of writing in each area has not been enormous, there has been a growing list of contributors with thoughts and ideas on the subject of ethnic bias in education and in educational materials and on the need for recognition of the values of cultural pluralism.

The first part, A Rationale for a Pluralistic Society, traces historic concerns for Americanizing the citizenry regardless of varied backgrounds and makes a plea for recognizing that cultural pluralism is indeed desirable. The readings listed provide a means of acquiring an understanding of our roots and our problems and of the necessity for taking advantage of diversity to create richer educational opportunities for children and youth.

The second part, Evidence of Ethnic Bias in Instructional Materials, cites many readings which document the existence of bias in the materials our schools use. The list includes writings from persons who represent various ethnic groups and offers excellent opportunity to compare and contrast their findings.

The third part, Efforts To Change, is planned especially for those who are seeking answers to curriculum problems. It includes descriptions of proposed solutions, projects and programs already in motion, and curriculum guides in use. This section does not attempt to describe everything that is being done but represents what is happening and the direction change is taking.

The fourth part, Resources for Educators, includes a wide variety of information sources. These sources range from bibliographies of materials selected for children and young people, to background information to help teachers in sharpening their own understanding of our cultural diversity and in widening the horizons of their pupils.

A final section of the publication is a significant reprint from *Educational Leadership*. It contains a practical guide for evaluation of instructional materials with reference to racism and sexism. The criteria have received wide attention among educators. Their inclusion in this publication offers a partial answer to the question, "What can we do about the problem of selecting learning materials appropriate for a pluralistic society?"

It should be noted by the reader that the bibliography as a whole is devoted to the treatment of ethnic groups in instructional materials and does not include the wider range of bias and discrimination occurring in other segments of American life. The omission is not

intended to indicate that discrimination in these areas was unimportant to the Commission; it was simply not within the scope of its original charge. Other efforts will no doubt compensate for this omission.

Matters of bias are often products of hearsay and of irresponsible statement of opinion given as fact. It is imperative, therefore, that teachers base their instruction and their supportive activities on exploration of a breadth of views and on sound evidence of what the situation is, why something should be done about it, what efforts have promise, and where they may secure adequate resources to combat effectively ethnic bias in the preparation and use of instructional materials. This publication, in its modest way, attempts to give this sort of assistance—M.D.

1. A Rationale for a Pluralistic Society

Norman Drachler

Our nation is now preparing to celebrate the two hundredth anniversary of the Declaration of Independence. It is appropriate, therefore, to review our educational goals and to observe how these have served as instruments for furthering national objectives. Educational historians remind us that our early stress in American education was not upon diversity but upon unity, and that our motto has been "E Pluribus Unum." The uniqueness of the Declaration of Independence was that nearly 200 years ago it emphasized that all are endowed "with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." Thus it is not a mere accident that throughout the annals of American thought we find assurances for the respect of each individual. Democracy and education have been linked from the very beginning of our nation's history.

A review of our schools, their programs and instructional materials, reveals that despite the gains achieved in intergroup relations our history has not matched our heritage. For millions of Americans even their most elementary human rights had not been recognized until nearly this past decade, and pluralism in American education has neither received the support nor been given the priorities necessary for fulfilling our goals.

The challenge to early American schools of serving children from various nations and cultures, with different languages and religions, was indeed gigantic in scope. It is not surprising, therefore, when the nation was young and growing, to find a strong element of nationalism coupled with New England Protestantism permeating the school curriculum. This influence, though challenged and slightly modified during the nineteenth century, retained much of its earlier

Hanson's "law" that the third generation wants to recall what the second generation wished to forget may indeed have significance for future planners of American education.

monolithic character in spite of the vast changes that took place within American society. The American school neglected the cultural identity of native-born children whose cultural roots were in Africa and in Spanish-speaking countries, and even neglected those native-born Americans who were generally lumped under the single word "Indian." Similarly, the school showed little interest or regard for the cultural background of millions of immigrant children who poured through its doors for over a century.

The vast majority of parents who came to this country looked upon the school with awe and even reverence, although there were some who questioned the ways and means by which the school program sought to "homogenize" its newly-arrived students. Gladys Wiggin, in her study *Education and Nationalism*, describes the efforts of the schools to Americanize these children and points out in some instances a tendency to stereotype and denigrate their historic and cultural background. She summarizes her chapter on textbooks as follows:

> While professional educators have been developing education for nationalism, textbook writers have been creating images of America and the good American. They have helped to enforce such national symbols as the flag, the constitution, and heroes. They have painted the ideal America and American partly through contrast with and comparison to other countries and peoples. The deepest identification has been with selected European peoples; some of the Europeans plus the remainder of the world have remained outside the American pale. Thus have the textbook writers, along with the legislators, the courts, and the professional educators, created a United States and Americans to people it.[1]

The educational historian, David Tyack, states that "Americanization normally meant discarding old customs and values. Hence suc-

[1] Gladys A. Wiggin. *Education and Nationalism*. New York: McGraw-Hill Book Company, 1962. p. 289.

cessful assimilation often disrupted families and sowed doubt and recrimination between the generations."[2] Tyack quotes one immigrant mother as saying: "All they learn is to despise us. Look how they talk back to us!"[3] Little did this mother realize the extent to which some educators abhorred the "new" immigrant. No less prominent an educator than Ellwood Cubberley complained in 1909 that these new immigrants were "illiterate, docile, lacking in self-reliance and initiative, and not possessing the Anglo-Saxon conceptions of law, order, and government."[4]

It took a lady with the insight and courage of Jane Addams to say to the educators gathered at the National Education Association convention in 1908:

> The children long that the school teacher should know something about the lives their parents lead. . . . We send young people to Europe to see Italy, but we do not utilize Italy when it lies about the schoolhouse. . . . The immigrant child cannot make this demand upon the school because he does not know how to formulate it; it is for the teacher both to perceive and fulfill it.[5]

Jane Addams' plea made little impact upon American schools. Nearly 60 years later the Steering Committee of the National Coalition for Cultural Pluralism declared that:

> There should be no doubt in anyone's mind that America is now engaged in a social revolution that will thoroughly test her national policies and attitudes regarding human difference. . . . Blacks, Spanish-Americans, women, college students, elderly people, etc., are all finding themselves victimized by technological and social systems which look upon significant differences among people as unhealthy and inefficient. . . .[6]

Understanding One's Roots

There may have been a time in American history when the introduction of multiethnic programs in the school might have resulted in a "Kultur-kampf" which would have been harmful to

[2] David B. Tyack, editor. *Turning Points in American Educational History*. Waltham, Massachusetts: Blaisdell Publishing Company, 1967. pp. 228-29.

[3] *Ibid.*, p. 230.

[4] *Ibid.*, p. 233.

[5] Quoted in: Daniel Calhoun, editor. *The Educating of Americans: A Documentary History*. New York: Houghton Mifflin Company, 1969. p. 423.

[6] Madelon D. Stent, William R. Hazard, and Harry N. Rivlin, editors. *Cultural Pluralism in Education: A Mandate for Change*. New York: Appleton-Century-Crofts, 1973. p. 149. © 1973 by Fordham University. Reprinted by permission of Prentice-Hall, Inc.

the nation and would have caused chaos in the schools. This is no longer an issue today. American culture will not be weakened or diluted by cultural pluralism—it would more than likely be strengthened and enriched. Just as nationalism was the thrust of the nineteenth and early twentieth centuries, it is safe to observe that a quest for cultural identity and understanding of one's roots and background are harbingers for the future. Hanson's "law" that the third generation wants to recall what the second generation wished to forget may indeed have significance for future planners of American education. Today's architects and spokesmen in the field of diplomacy are stressing the objective of "cultural" exchanges.

The recognition and strengthening of cultural pluralism are both a democratic and professional responsibility. Schools in a democracy should not promote a model which connotes an "authoritarian culture." We must not confuse political loyalties with intercultural interests. Involvement, participation, and appreciation of several cultures are desirable and healthy phenomena. For those who have cultural roots beyond the land of their citizenship, intercultural awareness and understanding are necessities. One's love and admiration for Shakespeare and Goethe do not lessen his national allegiance.

Horace Kallen in his *Cultural Pluralism and the American Idea* recalls Gandhi as saying "I want the winds of all cultures to blow freely about my house, but not to be swept off my feet by any."[7] This is a quest shared by many Americans. From the standpoint of sound pedagogy, awareness of and sensitivity to cultural pluralism are of cardinal importance. Research about motivation, identity, and self-worth all have implications for a school system that serves children with different backgrounds and cultures. Kurt Lewin's thoughts on the "marginal man" and "self-hatred," as expressed in his *Resolving Social Conflicts*,[8] still have relevance today. He wrote:

> There seems to exist in every underprivileged group a tendency to accept the values of the more privileged group in a given society. The member of the underprivileged group therefore becomes excessively sensitive to everything within his group that does not conform to those values, because it makes him feel that he belongs to a group whose standards are lower. Such a feeling against one's own group conflicts with the natural tendency of the individual in favor of it. The result is a typically ambivalent attitude on the part of an underprivileged group toward their own group.

[7] Horace M. Kallen. *Cultural Pluralism and the American Idea*. Philadelphia: University of Pennsylvania Press, 1956. p. 53.

[8] Kurt Lewin. *Resolving Social Conflicts*. New York: Harper and Brothers, 1948. p. 177.

Lewin also wrote:

> Belonging to more than one group is natural and necessary for everyone. The real danger lies in standing "nowhere"—in being a "marginal man," an "eternal adolescent." [9]

Beyond "Black History"

The depth or extent to which the school curriculum should contribute to pluralism will of course vary—but the acceptance of the principle as a sound educational practice, in keeping with individualized instruction, should receive high priority. We ought to be beyond the stage where we devote a week to "Black History." Our instructional materials in world history and literature must reflect the cultural contributions of *all* groups, particularly those that represent our students' backgrounds.

Our American history and literature courses need not be a telephone directory of ethnic contributions, but they should be representative of *all* Americans who have played a role in American society and contributed to the dynamics of its development. The school should support rather than alienate the student from his cultural background. Alienation of the child from home and parental cultural roots is often the result of the "invisibility" of the child's home culture in the school program and curriculum. Harry N. Rivlin emphasizes this latter point in his preface to *Cultural Pluralism in Education: A Mandate for Change:*

> No child should have to feel that he must reject his parents' culture to be accepted. Indeed, his chances of adjusting successfully to his school, to his community, and to the larger society are enhanced if he is not encumbered by feelings of shame and of inferiority because he was not born into another family and another culture. To speak of any child as "culturally disadvantaged" merely because of his ethnic origin is damaging not only to

[9] *Ibid.*, p. 185.

Alienation of the child from home and parental cultural roots is often the result of the "invisibility" of the child's home culture in the school program and curriculum.

---

the child but also to society, for it deprives the nation of the contributions that can be made by each of the many groups that make up our country.[10]

The sum and substance of efforts to identify national goals in American education were probably capsulized by the Educational Policies Commission in 1938 in its study, *The Purposes of Education in American Democracy*: "The educated person puts human relationships first." [11] Cultural pluralism seeks to bring reality to this goal. It offers diversity within our school program and seeks to remove the impediments which have often hindered a child's growth and development in American culture. It adds but does not dilute. It enriches America's life without detracting from it. Pluralism includes but does not exclude. It sustains diversity for the sake of unity. Or, as Joseph Blau, in his interesting analysis of Horace Kallen's "vision," wrote: "Cultural pluralism is the orchestration of multiplicity into harmonic creativity." [12]

In his writings Kallen reminds us that pluralism is a design, a goal, and not an achievement. This booklet has been published in the hope that it will contribute to making this design an integral part of American education and bring greater meaning to the phrase "the pursuit of Happiness" as expressed in the Declaration of Independence. It is a worthy goal for nation and school.

Rationale for a Pluralistic Society: Bibliography

1. Roger D. Abrahams. "Cultural Differences and the Melting Pot Ideology." *Educational Leadership* 29 (2): 118-21; November 1971.

2. Jean A. Alexander. "Black Literature for the 'Culturally Deprived' Curriculum: Who Are the Losers?" *Negro American Literature Forum* 4: 96-103; Fall 1970.

3. *The Assessment of the Role of Education in the Eradication of Racial Discrimination and Prejudice*. Paris: UNESCO, 1972.

[10] Stent, Hazard, and Rivlin, *op. cit.*, p. vii.

[11] Educational Policies Commission. *The Purposes of Education in American Democracy*. Washington, D.C.: National Education Association, 1938. p. 72.

[12] Joseph Blau. "Theory of Cultural Pluralism." *Congress Weekly*.

4. David P. Ausubel and Pearl Ausubel. "Ego Development Among Segregated Negro Children." In: A. Harry Passow, editor. *Education in Depressed Areas.* New York: Bureau of Publications, Teachers College, Columbia University, 1963. pp. 109-41.

5. Ruth Benedict and Gene Weltfish. *The Races of Mankind.* New York: The Public Affairs Committee, Inc., 1972.

6. Alan L. Benosky. "Minority Groups and the Teaching of American History." *Social Studies* 62 (2): 60-63; February 1971.

7. Frank M. Cordasco and Leonard Covello. "Studies of Puerto Rican Children in American Schools: A Preliminary Bibliography." *Journal of Human Relations* 16: 264-85; Second Quarter 1968.

7a. Delmo Della-Dora and James E. House, editors. *Education for an Open Society.* Yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, 1974.

8. J. H. Douglas. "Mental Health Aspects of the Effects of Discrimination Upon Children." *Young Children* 22: 298-305; May 1967.

9. Diana Mack Drake. "Anglo American Teachers, Mexican American Students, and Dissonance in Our Schools." *Elementary School Journal* 73 (1): 207-12; January 1973.

10. Kermit R. Eby, Jr. "Why Not Teach Differences?" *Kentucky School Journal* 47: 44; January 1969.

11. Raymond N. Elliott, Jr., and Leona Ferrer. "Black History." *The Elementary School Journal* 70 (5): 279-83; February 1970.

12. John A. Ether. "Cultural Pluralism and Self-Identity." *Educational Leadership* 27 (3): 232-34; December 1969.

13. Nick Aaron Ford. "Huckleberry Finn: A Threat and a Challenge." *Teachers College Record* 70 (5): 429-40; February 1969.

14. Morris Freedman. "Black Studies and the Standard Curriculum." *Journal of Higher Education* 42: 34-41; January 1971.

15. Ernesto Galarza, Herman Gallegos, and Julian Samora. *Mexican-Americans in the Southwest.* Santa Barbara: McNally and Lottin Publishers, 1969. Published in cooperation with the Anti-Defamation League of B'nai B'rith.

16. Geneva Gay. "Needed: Ethnic Studies in Schools." *Educational Leadership* 28 (3): 292-95; December 1970.

17. Nathan Glazer and Daniel Patrick Moynihan. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Italians, and Irish of New York City.* Cambridge: The MIT Press and Harvard University Press, 1963.

18. Kenneth S. Goodman. "On Valuing Diversity in Language." *Childhood Education* 46 (3): 123-26; December 1969.

19. Stanley J. Gray and Anthony H. Thompson. "The Ethnic Prejudices of White and Negro College Students." *The Journal of Abnormal and Social Psychology* 48: 311-13; April 1953.

20. Andrew M. Greeley. *Why Can't They Be Like Us?* New York: The American Jewish Committee Institute of Human Relations, 1971. Facts and fallacies about ethnic differences and group conflicts in America.

21. John Guenther and Wayne Dumas. "Black History for What?" *Social Education* 34 (8): 927-30; December 1970.

22. Charles V. Hamilton. "The Question of Black Studies." *Phi Delta Kappan* 5 (7): 362-64; March 1970.

22a. Robert J. Havighurst. "The American Indian: From Assimilation to Cultural Pluralism." *Educational Leadership* 31 (7): 585-89; April 1974.

23. Fred M. Hechinger. "For Minorities: A Place in History." *New York Times*, October 25, 1964.

24. Thomas C. Hogg and Marlin R. McComb. "Cultural Pluralism: Its Implications for Education." *Educational Leadership* 27 (3): 235-38; December 1969.

25. Douglas P. Howard. "The Needs and Problems of Socially Disadvantaged Children as Perceived by Students and Teachers." *Exceptional Children* 34 (5): 327-35; January 1968.

26. N. Franklin Hurt. "Put the Negro into United States History." *Illinois Education* 56 (7): 288-90; March 1968.

27. Agnes M. S. Inn. "The Orientals." *Social Education* 33 (4): 443-46; April 1969.

28. Clifton H. Johnson. "The Indians: First Victims of American Racism." *The Crisis* 80 (3): 80-83; March 1973. Reviews historic discriminatory efforts.

29. William W. Joyce. "Minority Groups in American Society: Imperatives for Educators." *Social Education* 33 (4): 429-33; April 1969.

29a. Milo Kalectaca, Gerald Knowles, and Robin Butterfield. "To Help--Not To Homogenize Native American Children." *Educational Leadership* 31 (7): 590-92; April 1974.

30. Horace M. Kallen. *Cultural Pluralism and the American Idea*. Philadelphia: University of Pennsylvania Press, 1956.

31. William Loren Katz. "The Past and Its Presence." *Southern Education Report* 4: 20-22; July-August 1968. Reprint available from NAACP Special Contributions Fund, New York.

32. Mark M. Krug. "On Teaching Negro History." *The School Review* 77: 1-17; March 1969.

33. Irving M. Levine and Judith Herman. *The New Pluralism.* New York: The American Jewish Committee Institute of Human Relations, 1971.

34. Charles F. Marder and Gladys Meyer. *Minorities in American Society.* New York: American Book Company, 1962.

35. Lorraine Misiaszek. "The Cultural Dilemma of American Indians." *Social Education* 33 (4): 438-39, 446; April 1969.

36. Leedell W. Neyland. "Why Negro History in the Junior and Senior High Schools?" *Social Studies* 58 (7): 315-21; December 1967.

37. Joseph Renny Noel. "The Norm of White Antiblack Prejudice in the United States." *International Journal of Group Tensions* 2 (2): 51-62; 1972.

38. A. Harry Passow. "Curriculum Crossroads." In: A. Harry Passow, editor. *Education in Depressed Areas.* New York: Bureau of Publications, Teachers College, Columbia University, 1968.

39. Edward G. Ponder. "Educational Pluralism." *Educational Leadership* 29 (2): 99-101; November 1971.

40. D. R. Porter. *Black Child, White Child—The Development of Racial Attitudes.* Cambridge: Harvard University Press, 1971.

41. Armando Rodriguez. "Education for the Spanish-Speaking: Mañana in Motion." *The National Elementary Principal* 49 (4): 52-56; February 1970.

42. Clarence Ollson Senior. *The Puerto Ricans: Strangers—Then Neighbors.* Chicago: Quadrangle Books, 1965. Anti-Defamation League of B'nai B'rith.

43. George Eaton Simpson and J. Milton Yinger. *Racial and Cultural Minorities.* New York: Harper and Brothers, 1958.

44. Madelon D. Stent, William R. Hazard, and Harry N. Rivlin, editors. *Cultural Pluralism in Education: A Mandate for Change.* New York: Appleton-Century-Crofts, Inc., 1973.

45. Claude M. Ury. "Commission on Negro History and Culture: Implications for Education." *Phi Delta Kappan* 50 (5): 289-90; January 1969.

46. Daniel T. Valdes. "The U.S. Hispano." *Social Education* 33 (4): 440-42; April 1969.

47. Virgil J. Vogel. "The Indian in American History." *Social Education* 33 (2): 200-203; February 1969.

48. Gladys Wiggin. *Education and Nationalism.* New York: McGraw-Hill Book Company, 1962.

49. Charles E. Wilson. "The Case for Black Studies." *Educational Leadership* 27 (3): 218-21; December 1969.

50. Ann G. Wolfe. *Differences Can Enrich Our Lives: Helping Children Prepare for Cultural Diversity.* New York: Public Affairs Committee, Inc., 1967.

51. Deborah Partridge Wolfe. "Curriculum Adaptations for the Culturally Deprived." *Journal of Negro Education* 31 (2): 139-51; Spring 1962.

52. Stephen J. Wright. "Black Studies and Sound Scholarship." *Phi Delta Kappan* 51 (7): 365-68; March 1970.

2. Evidence of Ethnic Bias in Instructional Materials

LaMar P. Miller

A resolution on ethnic bias in instructional materials offered to the members of the Association for Supervision and Curriculum Development by the Commission on Ethnic Bias stated several points, among which were the following:

- The instructional materials of our schools are expected to reflect our national heritage, goals, and aspirations and are so accepted.
- These instructional materials [at present] reflect neither our pluralistic society nor its common aspirations; they tend instead to reinforce a pattern of racist or separatist attitudes in our society. In our schools these materials contribute to alienation and indifference on the part of many of our students.

Unfortunately, this concern for the elimination of bias in textbooks and other materials has always been secondary to other aspects of civil rights with regard to equality of educational opportunity. Despite the efforts of a substantial number of educators and some publishers over the past few years, the present situation is accurately described by Father John Pawlikowski when he says, "The new ones are better, but textbooks still contain prejudice." [1]

It is true that some few textbooks indicate the pluralistic, interracial, multireligious character of our population. Nevertheless, evidence of ethnic bias continues to exist because the current conflicts and historical interpretations of minority groups are not considered in a realistic, factual manner. As a result, the progress we

[1] John T. Pawlikowski. "Textbooks Still Contain Prejudice." *National Catholic Reporter* 9 (27): 11, 14; May 11, 1973.

have made in the past decade has been uneven. Obviously there are many social reasons for the lack of progress. Attacks on traditional discriminatory practices through the courts, for example, and the persistence and even the increase of desegregation in many areas of our society have meant that the attainment of equality is not yet a subject that can be described in the past tense in our textbooks. We have in many respects only scratched the surface in making substantial improvements in eliminating bias in instructional materials.

Very little substantive change has occurred over the past 20 years. The conclusions of the American Council on Education, in its report on bias in secondary school social studies texts in 1949, indicated that the Negroes' position in contemporary society was largely ignored, that textbooks did not chronicle the achievements of minority people, and that scientific knowledge underlying sound understanding of the basic similarity and equality of the races was absent from the great majority of textbooks. These findings were practically the same as those filed 13 years later by the NAACP, and it seems they are equally valid today.

Omission, a Favorite Device

Apparently analyses of texts by educators and civil rights organizations have failed to produce a shift in attitudes on the part of the people who write and edit books and more importantly on the part of those who make decisions about which books to use in our schools. In general, these analyses point out misleading implications, distortions, and most frequently omissions rather than actual falsehoods. There are exceptions with regard to falsehood, however, such as illustrations of Black heroes who somehow develop Anglo-Saxon characteristics over the years in our textbooks. Omission, however, has long been a favorite device, because it provides the opportunity for those who either write, edit, or purchase to avoid controversy. We have always had the problem of how to handle controversial issues in textbooks in a balanced fashion—how to include all points of view and placate them all. Needless to say, finding solutions to this problem has been next to impossible.

There are obviously other reasons that the problem of bias in textbooks remains. One lies in a change in classroom methodologies that is widespread in many educational circles. Although schools still rely on standardized texts, this practice is no longer as common as it used to be. In many schools, teachers are given a freer hand in the selection of classroom materials. Hence, it is difficult to ensure

Evidence of ethnic bias continues to exist because the current conflicts and historical interpretations of minority groups are not considered in a realistic, factual manner.

that proper attitudes toward racial groups and women will be presented to students in all the variety of materials used.

Another factor is that a good many educators are still reluctant to admit the presence of negative attitudes on the part of those who use materials. In any discussion of the controversial aspects of textbooks, some educators argue that the teacher after all is the crucial element in the learning process, that it is the way the material is handled rather than what is written in the textbooks that makes the difference, and therefore it is not urgent to revise the book.

The fact is that many teachers were themselves trained with the type of materials that contain the kinds of bias we need to eliminate. It is vital, therefore, that we recognize the limitations inherent in the training of teachers insofar as they are involved in selecting materials for classroom use. Clearly, the teacher is the crux of the teaching situation, but that does not and should not detract from the importance of instructional materials, particularly the text. In brief, the printed word particularly in school textbooks has great authority for most of us.

Those who intend to use this section of the bibliography might be aided by the following observations. In general, literature in social studies areas does not focus adequately on materials, information, teaching strategies, or classroom approaches that would assist teachers in integrating materials into existing courses of study traditionally offered in the school system. Specifically teachers do not have bibliographies or information and basic approaches that would ensure success in teaching about minorities in their classes. This is a serious indictment that has been documented by a number of investigators. No doubt the absence of attempts to provide any realistic approaches to American life reflects the racial problem of integration.

In truth, however, the contributions, participation, and sufferings of Blacks, Jews, native Americans, and Orientals are well documented. Thus it is tragic that this information has not been put together in any appropriate way so that it could be presented to all students.

Second, it should also be noted that, while the treatment of Blacks and, increasingly, Spanish-speaking and native Americans has shown improvement, much remains to be done in confronting racism in appreciating traditions in Asian studies. Over the years, the image of the Asians has not changed very much, and rarely do we have the opportunity to learn as much as we should about the heritage of American citizens from the Far East.

Third, and more recently, although the bibliography does not include items about discrimination because of sex, we have begun to pay attention to the treatment of women in our instructional materials. We have at least determined that such things as Little Miss Muffet are highly objectionable and result in attitudes that are detrimental to both boys and girls, the men and women of tomorrow. In many ways this kind of bias is more vicious than the discrimination of individuals as ethnic groups, because it highlights a lack of respect for women as human beings.

Finally, the understanding of ethnic diversity and how it fits into a more universal scheme is of top priority. It may even be the real key to the meaning of survival for Americans as people of respected morals and integrity throughout the world. Realistic and accurate description and analysis of the pluralistic nature of American society, its achievements and current problems, are imperative at this critical moment of our history. Without such description and analysis, minority ethnic groups or any other groups such as women will continue to be the unconscious basis for prejudice and discrimination. Biased instructional materials are psychologically damaging to all who are exposed to them. While law may bar the overt forms of discrimination and prejudice, only education with appropriate instructional materials and procedures can cope with the subtle forms.

Evidence of Ethnic Bias in Instructional Materials: Bibliography

1. Midge B. Abel. "American Indian Life as Portrayed in Children's Literature." *Elementary English* 50 (2): 202-208; February 1973.

2. Jack Abramowitz. "Textbooks and Negro History." *Social Education* 33 (3): 306-309; March 1969.

3. Leo J. Alilunas. "What Our Schools Teach About Booker T. Washington and W. E. B. DuBois." *Journal of Negro Education* 40 (2): 176-86; Spring 1973.

4. Van S. Allen. "An Analysis of Textbooks Relative to the Treatment of Black Americans." *Journal of Negro Education* 40 (2): 140-45; Spring 1971.

5. James A. Banks. "A Content Analysis of the Black American in Textbooks." *Social Education* 33 (8): 954-57; December 1969.

6. Alwyn Barr. "The Negro in American History Texts." *Indiana Social Studies Quarterly* 22: 28-34; Autumn 1969.

7. Lerone Bennett, Jr. "The Negro in Textbooks: Reading, 'Riting, and Racism." *Ebony* 22 (5): 130-32; March 1967.

8. J. E. Bernstein. "Minority Group Representation in Contemporary Fiction for American Children Between the Ages of 3 and 7." *Urban Review* 5 (5): 42-44; May 1972.

9. Jane Bingham. "The Pictorial Treatment of Afro-Americans in Books for Young Children 1930-1968." *Elementary English* 48 (7): 880-85; November 1971.

10. Hillel Black. *The American Schoolbook*. New York: William Morrow and Company, Inc., 1967.

11. Gloria T. Blatt. "The Mexican American in Children's Literature." *Elementary English* 45 (4): 446-51; April 1968.

12. Haig A. Bosmajian. "The Language of White Racism." *College English* 31 (3): 263-72; December 1969.

13. Joseph P. Caliguri. "Teacher Bias in the Selection of Social Studies Textbooks." *Journal of Negro Education* 40 (4): 322-29; Fall 1971.

14. L. P. Carpenter and Dinah Rank. *A Survey of Textbooks Used in Missouri High Schools*. Jefferson City: Missouri Commission on Human Rights, 1968.

15. Marilyn Collier. "An Evaluation of Multi-Ethnic Basal Readers." *Elementary English* 44 (2): 152-57; February 1967.

16. Larry Cuban. "Black History, Negro History, and White Folk." *Saturday Review* 51: 64-65; September 1968.

17. Lucian Davis. "Current Controversy: Minorities in American History Textbooks." *Journal of Secondary Education* 41 (7): 291-94; November 1966.

18. William E. Davison. "Michigan Committee Reports: Textbooks Unfair to Minorities." *Michigan Education Journal* 46 (1): 41-42; September 1968.

19. Paul C. Deane. "The Persistence of Uncle Tom: An Examination of the Image of the Negro in Children's Fiction Series." *Journal of Negro Education* 37: 140-45; Spring 1968.

20. Detroit Public School Staff. "What About Us? Our Textbooks Do Not Meet Our Needs." *Education Product Report* 3 (2): 12-38; November 1969. An analysis of textbooks included.

21. Daniel J. Dieterich. "Books That Lie and Lullabye." ERIC/RCS Report. *Elementary English* 49 (7): 1000-1009; November 1972.

22. O. Fred Donaldson. "Geography and the Black American: The White Papers and the Invisible Man." *Journal of Geography* 70 (3): 138-49; March 1971.

23. Norman Drachler. "Shortcomings of American Textbooks." *The Bulletin of the National Association of Secondary School Principals* 54 (345): 15-25; April 1970.

24. Malorie Edelson. "What About Us? Evaluation and Confrontation: Keys to Textbook Change." *Educational Product Report* 3 (2): 6-11; November 1969.

25. Romeo Eldridge. "White Racism in Black Church Music." *Negro History Bulletin* 36 (1): 17-20; January 1973.

26. Sol M. Elkin. "Minorities in Textbooks: The Latest Chapter." *Teachers College Record* 66 (6): 502-508; March 1965.

27. David K. Gast. "Dawning of the Age of Aquarius for Multi-Ethnic Children's Literature." *Elementary English* 47 (5): 661-65; May 1970.

28. David K. Gast. "Minority Groups in Children's Literature." *Elementary English* 44 (1): 12-23; January 1967.

29. Emily Fuller Gibson. "The Three D's: Distortion, Deletion, Denial." *Social Education* 33 (4): 405-409; April 1969.

30. Barbara J. Glancy. "Black Barbeque: An Essay Review." *Teachers College Record* 70 (7): 661-84; April 1969.

31. Martin S. Goldman. "The Academic Subversion of Black Studies." *Social Studies* 65 (1): 26-34; January 1974.

32. Kay Gurule. "Truthful Textbooks and Mexican Americans." *Integrated Education: A Report on Race and Schools* 11 (2): 35-42; March-April 1973.

33. Judah Harris. *The Treatment of Religion in Elementary School Social Studies Textbooks.* New York: Anti-Defamation League of B'nai B'rith, n.d.

34. Nelson H. Harris. "The Treatment of Negroes in Books and Media Designed for the Elementary School." *Social Education* 33 (4): 434-37; April 1969.

35. Jeannette Henry, editor. *Textbooks and the American Indians.* San Francisco: The Indian Historian Press, n.d.

36. "How Michigan Rates Textbook Treatment of Negro History." *Nation's Schools* 82 (3): 62-63; September 1968.

37. James P. Jones. "Negro Stereotypes in Children's Literature: The Case of Nancy Drew." *Journal of Negro Education* 40 (2): 121-25; Spring 1971.

38. Alvin M. Josephy, Jr. "Indians in History." *The Atlantic* 225 (6): 67-72; June 1970.

39. Michael B. Kane. *Minorities in Textbooks*. Chicago: Quadrangle Books, 1970. Anti-Defamation League of B'nai B'rith.

40. Minnie W. Koblitz. *The Negro in Schoolroom Literature: Resource Materials for the Teacher of Kindergarten Through the Sixth Grade*. New York: Center for Urban Education, 1966.

41. Mark M. Krug. "Freedom and Racial Equality: A Study of 'Revised' High School History Texts." *School Review* 78: 297-354; May 1970.

42. Richard A. Lange and William T. Kelley. "The Problem of Bias in the Writing of Elementary History Textbooks." *Journal of General Education* 22 (4): 257-67; January 1971.

43. Nancy Larrick. "The All-White World of Children's Books." *Saturday Review* 48: 63-65; 84-85; September 11, 1965.

44. Richard I. Lester. "The Treatment of Minorities in Our Textbooks." *California Teachers Association Journal* 66: 46, 48; January 1970.

45. G. A. Maddox and R. S. Ross. "Strong Words." *Childhood Education* 45 (5): 260-64; January 1969.

46. Lloyd A. Marcus. *The Treatment of Minorities in Secondary School Textbooks*. New York: Anti-Defamation League of B'nai B'rith, 1961.

47. Richard J. Margolis. "The Trouble with Textbooks." *Redbook Magazine* 124: 64-65, 123-29; March 1965.

48. Garnet McDiarmid and David Pratt. *Teaching Prejudice*. Toronto: Ontario Institute for Studies in Education, 1971. An analysis of social studies texts for prejudicial content.

49. Roberta Sue Mock. "Racial and Religious Prejudice in American Literature Textbooks." *Indiana Social Studies Quarterly* 22: 15-18; Autumn 1969.

50. NCTE Task Force on Racism and Bias in the Teaching of English. "Criteria for Teaching Materials." *College English* 32 (3): 713-15; March 1971.

51. National Education Association, Commission on Professional Rights and Responsibilities. "The Treatment of Minorities in Textbooks." *School & Society* 95 (2293): 323-24; Summer 1967.

52. I. A. Newby. "Historians and Negroes." *Journal of Negro History* 54: 32-47; January 1969.

53. Lenore D. Parker and E. K. Campbell. "A Look at Illustrations in Multi-Racial First Grade Readers." *Elementary English* 48 (1): 67-74; January 1971.

54. Nicholas C. Polos. "Textbooks and the Invisible Man." *The Educational Forum* 31 (4): 477-80; May 1967.

55. Robert D. Price and Thelma L. Spencer. "Elementary Social Studies Textbooks and Their Relevance to the Negro Child." *Social Studies* 61 (4): 168-73; April 1970.

56. Donald W. Robinson. "European Textbooks and America's Racial Problem." *Social Education* 33 (3): 310-13; March 1969.

57. Juanita Roderick. "Minority Groups in Textbooks." *Improving College and University Teaching* 18: 129-32; Spring 1970. Bibliography.

58. Charlemae Rollins. "The Role of the Book in Combating Prejudice." *Wilson Library Bulletin* 42 (2): 176-79; October 1967.

59. R. A. Ross. "Filling the Void: The Black in American Literature." *English Journal* 59 (1): 31-33; January 1970.

60. Irving Sloan. *The Negro in Modern American History Textbooks*. Fourth edition. Washington, D.C.: American Federation of Teachers, 1972.

61. Irving Sloan. *The Treatment of Black Americans in Current Encyclopedias*. Washington, D.C.: American Federation of Teachers, 1970.

62. A. N. Slotkin. "The Treatment of Minorities in Textbooks: The Issues and the Outlook." *Education Digest* 30 (2): 21-23; October 1964.

63. Peter A. Soderbergh. "Bibliographical Essay: The Negro in Juvenile Series Books 1899-1930." *The Journal of Negro History* 58 (2): 179-86; April 1973.

64. Kenneth M. Stampp *et al.* "The Negro in American History Textbooks." *Integrated Education* 2: 9-26; October-November 1964.

65. Maxwell S. Stewart. *Prejudice in Textbooks*. New York: Public Affairs Committee, Inc., 1950.

66. "Textbook Bias Toward Alaskan Natives." Report made part of the record of the hearings of the Subcommittee on Indian Education, Senate Committee on Labor and Public Welfare. Alaska University, Department of Education. *Integrated Education* 9 (2): 44-49; March-April 1971.

67. *Textbook Report*. Detroit: Intergroup Relations Department, School-Community Relations Division, Detroit Public Schools, 1968.

68. *Textbooks and the American Indian*. San Francisco: The Indian Historian Press, 1970.

69. Helen G. Trager and Marian R. Yarrow. *They Learn What They Live*. New York: Harper and Brothers, 1952.

70. *The Treatment of Minority Groups in Textbooks*. Lansing, Michigan: Department of Public Instruction, 1963.

71. Robert L. Trezise. "The Black American in American History Textbooks." *Social Studies* 60 (4): 164-67; April 1969.

72. Richard C. Turner and John A. Dewar. "Black History in Selected American History Textbooks." *Educational Leadership Research Supplement* 6 (3): 441-44; February 1973.

73. Miriam Ylvisaker. "Our Guilt." *English Journal* 58 (2): 193-95; February 1969. List of books by and about Afro-Americans.

74. Roger Zuercher. "The Treatment of Asian Minorities in American History Textbooks." *Indiana Social Studies Quarterly* 22: 19-27; Autumn 1969.

75. Gerald J. Zunino. "Afro-American History Curricula in the Senior High School." *Journal of Negro Education* 42 (2): 142-63; Spring 1973.

3. Efforts To Change

Clifford Lumm

Looking back over the two decades since the landmark Supreme Court decision focusing attention on eliminating segregation in the schools, we find ourselves slowly responding to the need to develop multiethnic materials. Perhaps the most frustrating aspect of implementing such change has been the problem of how and where to begin. As simple as these two thrusts may appear to be, they have been major stumbling blocks and have developed into firm resisters to change. How to overcome such barriers and proceed with the task was at first responded to by only a few bold innovators. They realized that here was an opportunity to take the lead and to open the way to a more accurate portrayal of our real history.

In the beginning, educators hid behind the rationalization that there was little or no available material to be found in print concerning our minorities; evidence of omissions in available textbooks was easily gathered. We rarely alluded to why these omissions were so common and what we could do to change the structure. Yet records existed, and the new demands of the market were presenting opportunities to reproduce them. With little effort on the part of educators, volumes of ethnic materials began literally to flood the market. The large concern became that of how to use such materials to improve classroom instruction.

The primary focus of these new products was that of the largest minority, the Black Americans. Because our traditional materials revealed a general pattern of omissions, because the contributions of Blacks were almost universally omitted from printed materials, and because even the scarce references to Blacks were usually brief and in many cases distorted, there was little doubt that materials about this group would become the most productive area for curriculum development.

The bibliography which follows centers around publications from 1967 to the present, because these were very productive years in our efforts to change. In the maze of actions that were taking place, there emerged materials useful in the teaching of Negro history in the public schools as well as examples of how historians saw the actual role of the Negro. The thrust toward Black awareness and the demand for Black studies in our schools and colleges contributed toward increasing the pace of change. Wherever Black studies programs were developed, materials were produced to support the programs. The need for curriculum materials made historical searches related to Black materials profitable ventures that appealed both to producers and publishers. Would materials alone guarantee broad curricular changes?

Black Studies: The Beginning

As was to be expected, a series of "how to" descriptions emerged such as "Black Studies in the Elementary Schools," by William E. Adams; James A. Banks' "Developing Racial Tolerance with Literature on the Black Inner-City"; and "Enhancing Racial Attitudes Through the Study of Black Heritage," by K. I. Gezi and B. Johnson. And, although it appeared that action was concentrated on developing materials for and about Blacks, changes were taking place in relation to other minorities. The plight of the Indian American was becoming a major concern of the nation through the application of techniques similar to those used by Blacks—Wounded Knee and Washington, D.C., became battlegrounds. Authorities like Jack D. Forbes began writing about native Americans long before these confrontations; representatives of other ethnic groups were beginning to make their contribution to teaching materials.

However, if the need to change has been a primary concern, then recognizing viable change agents is an important part of the process. Following in this pattern is the recognition that many attempts to change have been initiated at the grassroots level in the classroom by extremely resourceful teachers. Their successes have been the stimuli that induced others to dare to move forward in making the curriculum reflect the multiethnic nature of our society.

Curriculum development has definitely reflected these efforts. The bibliography which follows includes several examples of resource units and curriculum guides offering exciting suggestions for enriching the experiences of children as they seek to understand the society in which they live. The Lincoln Filene Center's "Race and

The thrust toward Black awareness and the demand for Black studies in our schools and colleges contributed toward increasing the pace of change.

Culture in American Life" is a plan for integrating social studies in grades through six—a good example of curriculum development by a national center. The San Diego Public Schools have developed a guide for teaching about Japanese Americans. Fay Metcalf reports on an experimental social studies course, "Minority Cultures in America." Cedar Rapids, Iowa, Public Schools have produced a useful curriculum guide for primary children, appropriately entitled *You Are Unique*. Development at the local level will no doubt continue, particularly in urban centers where multiethnic school populations are the norm.

In fairness, we must also recognize institutional and organizational efforts to change. The National Council for the Social Studies has published several issues of *Social Education* which include exhaustive treatments of various minority groups; it has devoted its entire 43rd yearbook, edited by James A. Banks, to *Teaching Ethnic Studies: Concepts and Strategies*. The Association for Supervision and Curriculum Development has made many contributions through resolutions passed at its national conferences, working groups charged to implement the call for bias-free instructional materials, and mandates to members to encourage the purchase of these materials. In November 1971 an entire issue of *Educational Leadership*, the ASCD journal, was designed for "Education for Pluralism." Likewise, the April 1974 issue of *Educational Leadership* had as its theme "Curriculum for Economic & Ethnic Diversity." Other national organizations both professional and lay have been equally interested and active—the National Association for the Advancement of Colored People, the Anti-Defamation League of B'nai B'rith, the Association for the Study of Negro Life and History, the American Indian Historical Society, the National Advisory Committee on Mexican-American Education, to name but a few.

Finding materials about minorities no longer demands a laborious search. The fourth section of the bibliography in this booklet bears witness to this fact. While it cannot be assumed that these new materials are always completely bias-free and entirely acceptable,

their variety affords teachers and pupils better opportunities to compare and contrast points of view and to test authenticity.

With these growing resources, where are we in relation to efforts to change? Our bibliography indicates that there have been significant developments in the progress toward elimination of ethnic bias in instructional materials. These efforts, of course, cannot necessarily be repeated in another setting with equal success. Yet such efforts do assure us that there are ways to change, and that the effects of our actions may lead toward further lessening the incidence of ethnic bias in instructional materials. If we are resolved to make our individual contributions in our particular areas of living and working, then we will be assisting in the process of making our curriculum truly multiethnic and representative of our American culture.

Efforts To Change: Bibliography

1. Jack Abramowitz. "Textbooks and Negro History." *Social Education* 33 (3): 306-309; March 1969.

2. William E. Adams. "Black Studies in the Elementary Schools." *Journal of Negro Education* 39 (3): 202-208; Summer 1970.

3. *African Studies* (Humanities). Fort Worth: Department of Curriculum, Fort Worth Public Schools, 1972. A curriculum guide for secondary schools.

4. Patricia R. Allen. "Minorities in the Curriculum: What's Happening in Massachusetts." *The Bulletin of the National Association of Secondary School Principals* 54 (345): 119-29; April 1970.

5. Patricia R. Allen and Rita E. Weathersby. *Minorities in the Curriculum: What's Happening Where.* Boston: Commonwealth of Massachusetts, Department of Education, Bureau of Curriculum Innovation, 1969.

6. *The American Indian: Conflict of Cultures.* Cedar Rapids, Iowa: Cedar Rapids Community Schools, 1972. A curriculum guide for ninth grade.

7. *Americans All, K-5.* Fort Worth: Department of Curriculum, Fort Worth Public Schools, 1972. A curriculum guide which includes the heritage of Blacks and Spanish-Americans.

8. Nancy L. Arnez and Clara Anthony. "Working with Disadvantaged Negro Youth in Urban Schools." *School & Society* 96 (2306): 202-204; March 30, 1968.

9. Rosalind Ashley. "Practicing Brotherhood." *Grade Teacher* 86 (1): 54-57; September 1968.

10. James A. Banks. "Developing Racial Tolerance with Literature on the Black Inner-City." *Social Education* 34 (5): 549-52; May 1970.

11. James A. Banks. "Teaching Ethnic Minority Studies with a Focus on Culture." *Educational Leadership* 29 (2): 113-17; November 1971.

12. Ana Batllé and others. *The Puerto Ricans: A Resource Unit for Teachers.* New York: Anti-Defamation League of B'nai B'rith, n.d.

13. K. A. Beavan. "Racial Balance in the Schools: New York Experiment Fails." *The Times Educational Supplement* 2738: 1052; November 10, 1967.

14. Pat A. Bidol. *Developing New Perspectives on Race.* Detroit: New Perspectives on Race, 1972. Innovative social studies curriculum for secondary schools.

15. *The Black Experience in America.* Philadelphia: The School District of Philadelphia, 1971. Infuses Afro-American history into social studies.

16. *Black Studies, K-12.* New York: Bureau of Curriculum Development, Board of Education of the City of New York, 1971. A curriculum guide.

17. William D. Boutwell. "Teaching the History of the Negro." *The PTA Magazine* 62 (7): 15; March 1968.

18. Nancy S. Boze. "Ethnic Literature: Replacing Old Stereotypes with Positive Concepts." *Clearing House* 44 (9): 527-30; May 1970.

19. John Brademas. "Teacher Power in Ghetto Schools." *Grade Teacher* 85 (9): 15-16; May-June 1968.

20. William F. Brazziel. "Negro History in the Public Schools: Trends and Prospects." *Negro History Bulletin* 29: 35-38; November 1965.

21. Louise Christmas. "An Approach to Afro-American History." *High Points* 50: 10-11; Winter 1968.

22. James S. Clay. "Teachers for the Inner City." *Wisconsin Journal of Education* 101 (3): 5-7; November 1968.

23. Larry Cuban. "Not 'Whether' But 'Why? and How?'—Instructional Materials on the Negro in the Public Schools." *Journal of Negro Education* 36 (4): 434-36; Fall 1967.

24. Larry Cuban. "Urban Schools and the Negro." *Social Education* 31 (6): 478-82; October 1967.

25. Joanne Dale. "Teaching Literature By and About Minorities." *Educational Leadership* 29 (3): 289-91; December 1970.

26. *Democracy Demands It: A Resource Unit for Intercultural Education in the High School.* New York: Harper & Row, Publishers, 1950.

27. Mabel C. Denny. "Chicago Meets San Juan." *Instructor* 76 (6): 39; February 1967.

28. *Developing Appreciation of Minority Cultures—Background for Teachers.* San Diego: San Diego City Schools, 1971. A curriculum guide.

29. J. L. Dillard. "The English Teacher and the Language of the Newly Integrated Student." *Teachers College Record* 69 (2): 115-20; November 1967.

30. *Education and Racism: An Action Manual.* Washington, D.C.: National Education Association, 1973.

31. William Elrod. "Effect of Persuasive Communications on Interracial Attitudes." *Contemporary Education* 39: 148-51; January 1968.

32. Paul A. Filter. "A Survey of Black Studies: Position and Opinions." *Educational Leadership* 28 (4): 369-72; January 1971.

33. Antonio Gabaldon. "A Rebirth of Interest in Heritage Identity." *Educational Leadership* 29 (2): 122-24; November 1971.

34. Geneva Gay. "Ethnic Minority Studies: How Widespread? How Successful?" *Educational Leadership* 29 (2): 108-12; November 1971.

35. K. I. Gezi and B. Johnson. "Enhancing Racial Attitudes Through the Study of Black Heritage." *Childhood Education* 46 (7): 397-99; April 1970.

36. John S. Gibson, editor. "Race and Culture in American Life: A Program for Elementary School Education." Medford, Massachusetts: Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, 1968. A program for integrating social studies in grades K-6.

37. Stephen F. Gold. "School-Community Relations in Urban Ghettos." *Teachers College Record* 69 (2): 144-50; November 1967.

38. Jean Dresden Grambs and John C. Carr, editors. *Black Image—Education Copes with Color.* Dubuque, Iowa: William C. Brown Co., 1972.

39. *Guide for Teaching and Understanding the History and Culture of Japanese Americans.* San Diego: San Diego City Schools, 1972. A curriculum guide.

39a. Peter Hackett. "We Celebrate Diversity in American Education." *Educational Leadership* 31 (7): 604-606; April 1974.

40. James Neil Hantula. "Goober, Totem, and Progress." *Elementary English* 50 (2): 221-23; February 1973. Case studies on Africa include a study of Afro-American English and a study of American and African values.

41. Nathan Hare. "The Teaching of Black History and Culture in the Secondary School." *Social Education* 33 (4): 385-88; April 1969.

42. *The Harlem Renaissance (1920-1930).* Elizabeth, New Jersey: Division of Instruction, Social Studies Department, Elizabeth Public Schools. A curriculum guide for secondary schools.

43. Irene E. Harney and Lucille P. Burgdorf. "Urban Children Study Interaction Among People." *Instructor* 78 (4): 92-94; December 1968.

44. Hazel W. Hertzberg. "Issues in Teaching About American Indians." *Social Education* 36 (5): 481-85; May 1972.

45. "How To Integrate Your District's Curriculum." *School Management* 12: 20-25; August 1968.

46. N. Franklin Hurt. "Integrating American History." *Today's Education* 58: 18-20; January 1969.

47. N. Franklin Hurt. "Putting the Negro into U.S. History." *The Bulletin of the National Association of Secondary School Principals* 54 (345): 111-18; April 1970.

48. *An Integrated Approach to Black History.* Waukegan, Illinois: Waukegan Public Schools, 1972. A curriculum guide.

49. Daniel Jacobsen. "Teaching About the American Indian in the Secondary School: A Content and Inquiry Model." *Social Education* 36 (5): 501-506; May 1972.

50. Esther C. Jenkins. "Multi-Ethnic Literature: Promise and Problems." *Elementary English* 50 (5): 693-99; May 1973.

51. Roxee W. Joly. "Black Studies Programs in New York City High Schools." *The Bulletin of the National Association of Secondary School Principals* 54 (345): 50-57; April 1970.

52. William W. Joyce. "Minorities in Primary-Grade Social Studies Textbooks: A Progress Report." *Social Education* 37 (3): 218-33; March 1973.

53. William Loren Katz. "Black History in Secondary Schools." *Journal of Negro Education* 38 (4): 430-34; Fall 1969.

54. Martin Luther King, Jr. "A Blueprint for Now: Excerpts from the Writings of Dr. Martin Luther King, Jr." *New York State Education* 55 (8): 4-5; May 1968.

55. Paul Lauter. "The Short, Happy Life of the Adams-Morgan Community School Project." *Harvard Educational Review* 38 (2): 235-62; Spring 1968.

56. John H. Lawton. "'Alternative': Student Dialogue Attacks Racism." *Catholic Educational Review* 66 (8): 489-97; November 1968.

57. John H. Litcher and David W. Johnson. "Changes in Attitudes Toward Negroes of White Elementary School Students After Use of Multi-Ethnic Readers." *Journal of Educational Psychology* 60: 148-52; April 1969.

58. Gilbert A. Lowe, Jr. "Howard University Students and the Community Service Project." *Journal of Negro Education* 36 (4): 368-76; Fall 1967.

59. Gaye McEachern. "Afro-American History: Schools Rush To Get in Step." *Nation's Schools* 82 (3): 59-61; September 1963.

60. Fay Metcalf. "'Minority Cultures in America': An Experimental Social Studies Course." *The Bulletin of the National Association of Secondary School Principals* 54 (345): 32-42; April 1970.

61. LaMar P. Miller. "Black Studies: A Pedagogical Device for a Pluralistic Society." *New York University Education Quarterly* 11: 17-26; Winter 1971.

62. Harry Morgan. "Demands for Recognition—and Beyond." *Educational Leadership* 27 (3): 229-31; December 1969.

63. *Negro History in the Home, School, and Community*. Washington, D.C.: Association for the Study of Negro Life and History, Inc., 1966.

64. Gertrude Noar. *Sensitizing Teachers to Ethnic Groups*. Boston: Allyn and Bacon, Inc., n.d. Prepared for the Anti-Defamation League of B'nai B'rith.

65. Arnold Raisner. "New Horizons for the Student of Spanish Speaking Background." *High Points* 48: 19-23; February 1966.

66. Max Rosenberg. "Criteria for Evaluating Treatment of Minority Groups in Textbooks and Other Curriculum Materials; an MASCD Position Paper." *Audiovisual Instruction* 17 (9): 21-22; November 1972.

67. Max Rosenberg. "Textbooks: Do They Meet Fair Minority Group Standards?" *Educational Leadership* 30 (2): 141-43; November 1972.

68. Rodney W. Roth. "Effects of 'Black Studies' on Negro Fifth Grade Students." *Journal of Negro Education* 38 (4): 435-39; Fall 1969.

69. Irwin M. Rubin. "The Reduction of Prejudice Through Mass Media." *Adult Education* 18 (1): 43-52; Fall 1967.

70. Robert Schwartz, Thomas Pettigrew, and Marshall Smith. "Fake Panaceas for Ghetto Education." *Phi Delta Kappan* 49 (3): 148-51; November 1967.

71. Frank J. Sciara. "School Books and Prejudice: Problems, Progress, and Palliatives." *Indiana Social Studies Quarterly* 22: 5-10; Autumn 1969.

72. W. L. Smith. "Evaluation of the Black Studies Movement: Critique of Developments at the Secondary Level." *Journal of Negro Education* 39 (3): 239-61; Summer 1970.

73. Anna Lee Stensland. "American Indian Culture and the Reading Program." *Journal of Reading* 15 (1): 22-26; October 1971.

74. Anna Lee Stensland. "American Indian Culture: Promises, Problems, and Possibilities." *English Journal* 60 (9): 1195-1200; December 1971.

75. *Teaching Afro-American Studies.* Philadelphia: The School District of Philadelphia, n.d.

76. Robert H. Terte. "Historians Find Negro Role Gains." *New York Times,* August 1, 1963.

77. [illegible] Murray Thomas. "Personal Encounter for Social Understanding." *Educational Leadership* 24 (6): 497-500; March 1967.

78. U.S. Commission on Civil Rights. "Remedies for Racial Isolation." *Education Digest* 32 (8): 1-4; April 1967.

79. M. Upchurch. "Insight from the Inner City." *Illinois Schools Journal* 49: 49-55; Spring 1969.

80. Richard R. Waite. "Further Attempts To Integrate and Urbanize First Grade Reading Textbooks: A Research Study." *Journal of Negro Education* 37 (1): 62-69; Winter 1968.

81. Robert A. Waller. "Promising Practices in Teaching About Ethnic Groups." *Indiana Social Studies Quarterly* 22: 11-14; Autumn 1969.

82. Nicholas Wandmacher. "Afro-American Studies." *The Bulletin of the National Association of Secondary School Principals* 54 (345): 43-49; April 1970.

83. Ann G. Wolfe. *Differences Can Enrich Our Lives.* New York: Public Affairs Committee, Inc., 1967. Suggestions for helping children prepare for cultural diversity.

84. Thomas D. Yawkey. "Attitudes Toward Black Americans Held by Rural and Urban White Early Childhood Subjects Based Upon Multi-Ethnic Social Studies Materials." *Journal of Negro Education* 40 (2): 164-69; Spring 1973.

85. Albert H. Yee and Marvin J. Fruth. "Do Black Studies Make a Difference in Ghetto Children's Achievement and Attitudes?" *Journal of Negro Education* 42 (1): 33-38; Winter 1973.

86. *You Are Unique.* Also *You and Your Groups.* Cedar Rapids, Iowa: Cedar Rapids Community Schools, 1971. Curriculum guides.

4. Resources for Educators

Maxine Dunfee

In recent months efforts to emphasize the pluralistic nature of the society and the development of teaching resources to support these efforts have been increasingly visible. Teachers have become more aware of their own biases and of the inadequacies of many of the instructional materials in use in their schools. For some teachers these discoveries have created insecurities; for others they have stimulated inquiry and searching.

Publishers have responded to the demand for ethnic materials with considerable alacrity; various professional organizations have published lists of teaching resources; many national organizations interested in better human relationships have diverted some of their energy to the production of educational materials of an ethnic nature. Rather than being received appreciatively, this plethora of teaching aids has in many instances created dilemmas. Teachers who have become quite sensitive to problems of bias are increasingly cautious about selecting curriculum materials. Their doubts arise from two sources, their lack of knowledge about ethnic cultures and their need for a reliable set of criteria by which to judge instructional materials.

The need for more knowledge of ethnic cultures is of very special relevance. Many teachers have been reared in an environment and a time when little notice was given to evidences of prejudice and discrimination. Their community experiences were often sheltered and circumscribed; their school experiences were based on textbooks which emphasized likenesses among ethnic groups in an effort to promote the melting pot idea, which neglected sadly the reality of cultural difference. If they met persons of other groups, such meetings were only passing curiosities. Only rarely have teachers had opportunity to know well any culture but their own. Under these circumstances, pupils with whom these teachers work are unlikely to understand cultural characteristics in anything more than a superficial way.

Often teachers' own school experiences were based on textbooks which emphasized likenesses among ethnic groups in an effort to promote the melting pot idea, which neglected sadly the reality of cultural difference.

It is little wonder that well-intentioned instructors have been content to inject into history a bit of information about heroes of an ethnic group or to identify their accomplishments and to leave untouched the broader aspects of culture which are essential to bona fide understanding of a people. As Geneva Gay comments,

> Educational institutions tend to consider the acquisition of factual information about the histories, contributions, and contemporary social problems of minority groups as constituting ethnic studies. As a result most ethnic studies programs, especially in public schools, entail little more than cataloguing lists of heroic feats and achievements of individual minority leaders. Little attention is given to the masses, and to understanding their values, beliefs, expectations, perceptions, behavior, and mechanisms used to cope with the demands of daily existence.[1]

To achieve a more thorough knowledge of a culture, teachers need to immerse themselves in its study from many points of view—from the vantage points of anthropology, social psychology, linguistics, sociology, art, music, and literature—and to become acquainted as fully as possible with the feelings, beliefs, and values of a group through involvement with members of the culture, either vicariously through fiction and nonfiction writing or better still through personal contact and cooperative effort. Such a prescription may seem unrealistic, and yet to the extent that it cannot be met pupils will be shortchanged. Thorough knowledge of ethnic cultures remains a viable goal for teachers for a pluralistic society.

Although it is highly desirable that teachers' understanding of minority group cultures and of their own culture be improved, it is possible in the bibliography which follows to include only a representative few of the resources suitable for this phase of teacher education. Books such as these appear in the list: Thomas Kochman,

[1] Geneva Gay. "Ethnic Minority Studies: How Widespread? How Successful?" *Educational Leadership* 29 (2): 110; November 1971.

Rappin' and Stylin' Out (communication in urban black America); *Buffalo Hearts* by Sun Bear (a view of Indian culture); Piri Thomas, *Down These Mean Streets* (Puerto Rican life in New York City); *Somos Chicanos: Strangers in Our Own Land* by David F. Gomez; and Frederick Williams, *Language and Poverty: Perspectives on a Theme.* Others equally enlightening may be found in the various books, articles, and bibliographies included later. For example, see: "Bibliography of Afro-American History and Culture" in *Social Education,* August 1969.

Teachers have further opportunities to know the culture of various groups through resources which are intended for school use. Recognizing teachers' need to know, developers of curriculum materials often include background information. Such teaching plans, resource units, and specific techniques are cited in the bibliography. *Teaching Ethnic Studies,* edited by James A. Banks, is a fine example of in-depth effort to assist teachers in their quest for reliable data and appropriate strategies for teaching about the culture and experience of Asian-Americans, native Americans, black Americans, Chicanos, Puerto Ricans, and white ethnic groups. The volume includes as well general treatments of racism, pluralism, and social justice. Similar riches are in evidence from a study of the titles included in the list which follows.

Many of the resources included are bibliographies of materials to be used with children and youth—they encompass hundreds of items which could not be listed separately. They range through all ethnic groups in a generous array of fiction, nonfiction, poetry, and drama, representing but some of the sources through which young people learn about their own culture and the cultures of other people. Writer-educators like Banks decry the idea that children of a minority group should be primarily concerned with studying only their own culture. He finds the practice of emphasizing in the schools of a region only the culture of that region "myopic and intellectually indefensible" and goes on to say,

> Perhaps unknowingly, educators who feel that ethnic minority content should be studied by ethnic minorities, and that minorities only need to study content about their own cultures, have a condescending attitude toward ethnic minority studies and also not consider the ethnic minority experiences to be a significant part of American life.[2]

When confronted with ethnic-oriented materials and when given the task of selecting textbooks and other instructional materials,

[2] James A. Banks. "Teaching for Ethnic Literacy: A Comparative Approach." *Social Education* 37 (8): 745; December 1973.

teachers may feel somewhat insecure in making choices, sometimes fearful that their own, perhaps hidden biases will surface to interfere or that they lack sufficient awareness to make wise decisions. There are some guidelines appearing which may be helpful. For example, the Far West Laboratory for Educational Research and Development has completed a mini-course designed to give instruction in how to analyze primary textbooks for black pupils—a scheme to determine the quantity and quality of illustrations and content which include black Americans.[3] The techniques utilized may suggest adaptations for use in investigating various facets of content in text and literary materials.

The November 1973 issue of *Educational Leadership*[4] includes criteria for evaluating textbooks and other learning resources in terms of their treatment of minority groups and women (see pp. 43-47 in this booklet). Based on guidelines developed by the Michigan ASCD and widely used in the schools of the state, the checklist encompasses 20 questions which take positive positions with regard to salient aspects of racism and sexism. Recognized by ASCD at its March 1974 Annual Conference, the criteria are a very big step forward.

Members of the Working Group which developed the bibliographies and their related statements for this publication were aware that they would likely fail to cite many very appropriate available resources and that new materials appearing might offer even richer opportunities for promoting the values of cultural diversity. The writers hoped only to sharpen the awareness of readers as their own insights were deepened and to ease the search for relevant information and challenging strategies. To these ends they commend their efforts to those who become involved with this publication.

[3] Henry A. Banks and Shirley Scarborough. *Content Analysis of Textbooks for Black Students, Grades 1-3.* Berkeley, California: Far West Laboratory for Educational Research and Development, 1973.

[4] Max Rosenberg. "Evaluate Your Textbooks for Racism, Sexism!" *Educational Leadership* 31 (2): 107-109; November 1973.

Writer-educators like Banks decry the idea that children of a minority group should be primarily concerned with studying only their own culture.

Resources for Educators: Bibliography

1. Roger D. Abrahams and R. C. Troike. *Language and Cultural Diversity in American Education.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

2. *Africa: A List of Printed Materials for Children.* New York: United Nations Information Center on Children's Cultures, 1968.

3. "Africa in the Curriculum." *Social Education* 35 (2): 139-92; February 1971. An entire issue of resources for teachers.

4. *American Indians: An Annotated Bibliography of Recommended Resource Materials.* San Jacinto County, California: San Jacinto Unified School District, 1971. An elementary school bibliography approved by reputable Indian organizations.

5. Marguerite P. Archer. "Minorities in Easy Reading." *Elementary English* 49 (5): 746-49; May 1972. A bibliography.

6. Henry A. Banks and Shirley Scarborough. *Content Analysis of Textbooks for Black Students, Grades 1-3.* Berkeley, California: Far West Laboratory for Educational Research and Development, 1973.

7. James A. Banks. "Evaluating and Selecting Ethnic Studies Materials." *Educational Leadership* 31 (7): 593-96; April 1974.

8. James A. Banks, editor. *Teaching Ethnic Studies.* 43rd Yearbook. Washington, D.C.: National Council for the Social Studies, 1973.

9. James A. Banks. *Teaching the Black Experience: Methods and Materials.* Belmont, California: Fearon Publishers, Inc., 1970.

10. Alexander Belliaeff. *Understanding the Mexican-American in Today's Culture.* San Diego, California: San Diego City Schools, 1966. A history plus bibliography and resource information.

11. "Black Americans and Social Studies" and "Minority Groups in American Society." *Social Education* 33 (4): 369-496; April 1969. An entire issue devoted to pertinent articles and resources.

12. *Black Studies in the Schools.* Washington, D.C.: National School Public Relations Association, NEA, 1970. An *Education U.S.A.* special report of current policies and programs.

13. Robert Burnette. *The Tortured Americans.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. Indian culture and aspirations.

14. Ysidro Arturo Cabrera. *Emerging Faces: The Mexican-Americans.* Dubuque, Iowa: William C. Brown Company, 1971.

15. Ruth Kearney Carlson. *Emerging Humanity: Multi-Ethnic Literature for Children and Adolescents.* Dubuque, Iowa: William C. Brown and Company, 1972.

16. Joseph H. Cash and Herbert T. Hoover, editors. *To Be an Indian*. New York: Holt, Rinehart, and Winston, Inc., 1971. Transcribed oral interviews with Northern Plains Indians.

17. Center for the Study of Man, Smithsonian Institution. "Current North American Indian Periodicals." *Social Education* 36 (5): 494-500; May 1972.

18. Patricia Jean Cianciolo. "A Recommended Reading Diet for Children and Youth of Different Cultures." *Elementary English* 48 (7): 779-87; November 1971.

19. Francesco Cordasco. *Puerto Ricans on the United States Mainland: A Bibliography of Reports, Texts, Critical Studies, and Related Materials*. Totowa, New Jersey: Rowman and Littlefield, 1972.

20. Vine Deloria, Jr. *We Talk; You Listen: New Tribes, New Turf*. New York: The Macmillan Company, 1970. An Indian point of view.

21. Peter Dillingham. "The Literature of the American Indian." *English Journal* 62 (1): 37-41; January 1973.

22. Barbara Dodds. *Negro Literature for High School Students*. Champaign, Illinois: National Council of Teachers of English, 1968.

22a. Maxine Dunfee and Claudia Crump. *Teaching for Social Values in Social Studies*. Washington, D.C.: Association for Childhood Education International, 1974. Suggestions for value clarification in the area of prejudice.

23. "Education for Self-Identity." *Educational Leadership* 27 (3): 213-324; December 1969. An issue containing articles relevant to problems of bias and pluralism.

24. Laz. E. N. Ekwueme. "African Sources in New World Black Music." *Black Image* 1 (3-4): 3-11; Autumn and Winter 1972.

24a. Seymour Fersh, editor. *Learning About Peoples and Cultures*. Evanston, Illinois: McDougal, Littel and Company, 1974. Variety of teaching techniques.

25. Joseph P. Fitzpatrick. *Puerto Rican Americans*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

26. Jack D. Forbes. *Afro-Americans in the Far West: A Handbook for Educators*. Berkeley: Far West Laboratory for Educational Research and Development, 1968.

27. Jack D. Forbes. *The Indian in America's Past*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

28. Jack D. Forbes. *Mexican-Americans: A Handbook for Educators*. Berkeley: Far West Laboratory for Educational Research and Development, 1970.

29. Margaret Gillispie and A. Gray Thompson. *Social Studies for Living in a Multi-Ethnic Society.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1973. A professional methods textbook.

30. Barbara Glancy. "The Beautiful People in Children's Books." *Childhood Education* 46 (7): 365-70; April 1970.

31. Barbara Jean Glancy. *Children's Interracial Fiction.* Washington, D.C.: American Federation of Teachers, AFL-CIO, 1969.

32. David F. Gomez. *Somos Chicanos: Strangers in Our Own Land.* Boston: Beacon Press, 1973.

33. Jean Dresden Grambs. *Intergroup Education: Methods and Materials.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

34. William H. Greer and Price M. Cobbs. *Black Rage.* New York: Bantam Books, Inc., 1969.

35. Saundrah Clark Grevious. *Teaching Children and Adults to Understand Human and Race Relations.* Minneapolis: T. S. Denison and Company, 1968.

36. Warren J. Halliburton and William Loren Katz. *American Majorities and Minorities: A Syllabus of United States History for Secondary Schools.* New York: National Association for the Advancement of Colored People, 1970.

37. Ulf Hannerz. *Soulside.* New York: Columbia University Press, 1967. Inquiries into ghetto culture and community.

38. Louis R. Harlan. "Tell It Like It Was: Suggestions on Black History." *Social Education* 33 (4): 390-95; April 1969.

39. Luis F. Hernandez. *The Forgotten American: A Resource Unit for Teachers on the Mexican American.* New York: Anti-Defamation League of B'nai B'rith, 1970.

40. Arlene Hirschfelder. "Bibliography of Sources and Materials for Teaching About American Indians." *Social Education* 36 (5): 488-93; May 1972.

41. *An Index to Multi-Ethnic Teaching and Teacher Resources.* Washington, D.C.: Professional Rights and Responsibilities Commission, Committee on Civil and Human Rights of Educators, National Education Association, 1967.

42. *The Indian Historian.* San Francisco: The American Indian Historical Society. A periodical published four times yearly.

43. *Information About Native Americans: Current List of Books, Films, Tapes, and Posters.* Rooseveltown, New York: Mohawk Nation Via Akwesasne Notes, Winter 1972.

44. *Instructional Materials for Urban Schools.* New York: American Educational Publishers, 1969.

45. *Integrated School Books.* New York: National Association for the Advancement of Colored People, Education Department, 1967.

Descriptive bibliography of 399 preschool and elementary school texts and story books.

46. Harry Alleyn Johnson, editor. *Multimedia Materials for Afro-American Studies*. New York: R. R. Bowker Co., 1971.

47. Alvin M. Josephy, Jr. *Red Power: The American Indians' Fight for Freedom*. New York: American Heritage Press, 1971.

48. William L. Katz. *Teacher's Guide to American Negro History*. Chicago: Quandrangle Books, 1968. A basic handbook for teachers.

49. Milton Kleg. "Ethnic Relations Media: Exercise Care When Selecting!" *Social Education* 36 (2): 192-98; February 1972.

50. Thomas Kochman. *Rappin' and Stylin' Out*. Urbana: University of Illinois Press, 1972. Communication in urban black America.

51. *Latin America*. New York: United Nations Information Center on Children's Cultures, 1969. An annotated list of children's materials selected by specialists.

52. Max Lerner. "The Negro American and His City: Person in Place in Culture." *The National Elementary Principal* 48 (6): 5-14; May 1969.

53. *Literature By and About the American Indian: An Annotated Bibliography for Junior and Senior High School Students*. Urbana, Illinois: National Council of Teachers of English, 1973.

54. Ed Ludwig and James Santibanez, editors. *The Chicanos: Mexican American Voices*. Baltimore: Penguin Books, 1971. Essays, fiction, and poetry about Chicanos by Chicanos.

55. T. C. McLuhan. *Touch the Earth: A Self-Portrait of Indian Existence*. New York: E. P. Dutton and Company, 1971.

56. *The Mexican-American: Quest for Equality*. Washington, D.C.: The National Advisory Committee on Mexican-American Education, 1968. Guidelines for improving Mexican-American education.

56a. LaMar P. Miller. "Instructional Media for an Open Society." In: Delmo Della-Dora and James E. House, editors. *Education for an Open Society*. Yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, 1974. pp. 65-76.

57. LaMar P. Miller. "Materials for Multi-Ethnic Learners." *Educational Leadership* 28 (2): 129-32; November 1970.

58. "Minority Cultures in the Curriculum." *The Bulletin of the National Association of Secondary School Principals* 54 (345): 1-154; April 1970. An entire issue devoted to relevant articles.

59. Natachee Scott Momaday, editor. *American Indian Authors*. Boston: Houghton Mifflin Company, 1971. Examples of works of American Indian authors.

60. Effie Lee Morris. "Blowing in the Wind: Books on Black History and Life in America." *Library Journal* 94 (6): 1298-1300; March 15, 1969.

61. *Negro History and Literature: A Selected Annotated Bibliography*. New York: American Jewish Committee, 1968.

62. *The Negro in Schoolroom Literature: Resource Materials for the Teacher of Kindergarten through the Sixth Grade*. New York: Center for Urban Education, 1966.

63. Alfonso Ortiz. *Annotated Bibliography of Outstanding Works on American Indian Literature*. Available from Professor Ortiz, Department of Anthropology, Princeton University, 1972.

64. Joseph E. Penn, Elaine C. Brooks, and Mollie L. Berch. *The Negro American in Paperback*. Washington, D.C.: National Education Association, 1967. An annotated list of paperbound books for teachers, students, librarians, and parents.

65. Peter O. Peretti. "Enforced Acculturation and Indian-White Relations." *The Indian Historian* 6 (1): 38-52; Winter 1973. Background information for teachers.

66. *Portraits, The Literature of Minorities*. LACO Number 121. Los Angeles: County Superintendent of Schools, June 1970. Bibliography of literature for junior and senior high schools.

67. Samuel D. Proctor. "The Black Contribution to the American Experience." *The National Elementary Principal* 49 (1): 19-22; September 1969.

68. Leroy F. Psencik. "Teaching About the Negro in Social Studies—A Guide to Sources." *Social Studies* 61 (5): 195-200; October 1970.

69. *Recommended Books on American Cultural Minority Groups for Elementary School Libraries*. Los Angeles: Los Angeles City School District, Division of Instructional Planning and Services, 1968. Also: *A Selected List of Books on American Ethnic Groups for Secondary School Libraries*, 1969.

70. *Red, White, and Black: Minorities in America*. The Combined Paperback Exhibit. Briarcliff Manor, New York: The Combined Book Exhibit, Inc., 1969.

71. Virginia M. Reid, editor. *Reading Ladders for Human Relations*. Washington, D.C.: American Council on Education, 1972. Guide to literature for children and young adults.

72. Charlemae Rollins, editor. *We Build Together*. Champaign, Illinois: National Council of Teachers of English, 1967. A reader's guide to Negro life and literature for elementary and high school use.

73. Max Rosenberg. "Evaluate Your Textbooks for Racism, Sexism!" *Educational Leadership* 31 (2): 107-109; November 1973.

74. Erwin A. Salk. *A Layman's Guide to Negro History.* New York: McGraw-Hill Book Company, 1967. A comprehensive bibliography of books and teaching aids plus listings of major events and personalities in the United States.

75. David A. Schulz. *Coming Up Black.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969. Patterns of ghetto socialization.

76. Clarence Senior. *The Puerto Ricans.* Chicago: Quadrangle Books, 1965.

77. June Shagaloff. *The Negro in American Life and History: A Selected Listing of Books for Students and Teachers.* New York: NAACP Special Contribution Fund, n.d.

78. *The Silent Heritage: The American Indian.* St. Louis: KETC Channel 9, Membership Series Department, 1969. A series of 10 educational television programs; booklet contains a good bibliography.

79. Edward Simmen. *The Chicano: From Caricature to Self-Portrait.* New York: New American Library, 1971. Short stories by and/or about Chicanos, chronologically arranged.

80. Sun Bear. *Buffalo Hearts: A Native American View of Indian Culture, Religion, and History.* Healdsburg, California: Naturegraph Publishers, 1970.

81. Shizuye Takashima. *A Child in Prison Camp.* Plattsburgh, New York: Tundra Books, 1971. Personal portrait of Japanese internment during World War II.

82. "Teaching About American Indians." *Social Education* 36 (5): 481-534; May 1972. An entire issue of resources for teachers.

83. *Teaching About Minorities in Classroom Situations.* Curriculum Bulletin 1967-68, Series No. 23. New York: Bureau of Curriculum Development, Board of Education, 1968.

84. Piri Thomas. *Down These Mean Streets.* New York: New American Library, 1967. A Puerto Rican boy grows to manhood in New York City.

85. Virgil Vogel. *The Indian in American History.* Chicago: Integrated Education Associates, 1969. A critical survey plus recommended books.

86. Murray Lionel Wax. *Indian Americans: Unity and Diversity.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. Serious overview of ethnic heritage.

87. *The Weewish Tree.* San Francisco: The American Indian Historical Society. A magazine of Indian America for young people, published four times yearly.

88. Meyer Weinberg, editor. *Integrated Education: A Reader.* Beverly Hills, California: Glencoe Press, 1968. A selection of the best articles from the first five years of *Integrated Education* magazine.

89. Meyer Weinberg, editor. *Integrated Education: A Report on Race and Schools*. Chicago: Integrated Education Associates. A bi-monthly magazine reporting the status of integration activities.

90. Meyer Weinberg, editor. *School Integration*. Chicago: Integrated Education Associates, 1967. A comprehensive classified bibliography of 3,100 references.

91. Doris White. *Multi-Ethnic Books for Headstart Children. Part I: Black and Integrated Literature. Part II: Other Minority Group Literature*. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1969.

92. Richard Whittemore. " 'The Heroes of Defeat': Bibliography and American Indian History." *Social Education* 36 (5): 520-25, 534; May 1972.

93. Frederick Williams. *Language and Poverty: Perspectives on a Theme*. Chicago: Markham Publishing Company, 1970.

94. Carter Godwin Woodson. *African Heroes and Heroines*. Washington, D.C.: The Associated Publishers, Inc., 1969.

95. Carter Godwin Woodson and Charles H. Wesley. *The Negro in Our History*. Washington, D.C.: The Associated Publishers, Inc., 1972.

96. C. Vann Woodward. "The Hidden Sources of Negro History." *Saturday Review* 52: 18-22; January 18, 1969.

5. Evaluate Your Textbooks for Racism, Sexism

Max Rosenberg

The statement "Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials" is a revision and refinement of a paper previously published by the Michigan ASCD. Its major new element is a clear recognition that women as well as racial-ethnic minorities must now receive what they have both been so long denied—equal educational opportunities, as reflected in fair treatment in curriculum and instructional materials, as also in other dimensions of school and community life.

The statement of criteria was written by Max Rosenberg of the Detroit Public Schools, who served several years as chairman of the Equal Educational Opportunities Task Force of MASCD. Dr. Rosenberg has been appointed by the ASCD Executive Council to head a special ASCD Working Group on Cultural Pluralism in Instructional Materials.

The original statement of criteria received very wide attention from school systems and colleges across the country. Thousands of copies were requested and purchased, and numerous reprints were authorized. The statement was reprinted in *Audiovisual Instruction*. Articles and reports about it were printed in the *Spotlight* of the National Association of Secondary School Principals, in *NEA NOW*, and in *Educational Leadership*.

Large numbers of textbooks in current use in American public schools do *not* meet the essential needs of our children and youth. As educators, we—you and I—must change this intolerable situation. We must play an active role to assure that the textbooks used in our

This material is reprinted from: Max Rosenberg. "Evaluate Your Textbooks for Racism, Sexism!" *Educational Leadership* 31 (2): 107-109; November 1973.

schools *do* meet the needs of students in a pluralistic, democratic society.

The statement of criteria, with its pointed guidelines, can serve as a useful tool in the process of evaluating textbooks and other learning materials. It has proved to be very helpful to many teachers, supervisors, administrators, and to board of education members and other interested citizens.

You, too, can make good and effective use of the criteria. Evaluate the books that you use now in your classrooms, in your school, in your school district; reject and demand replacement for those which do not meet the test! Before you approve and purchase any new learning materials, carefully examine and evaluate them to make sure that they *do* meet high standards both in subject area content and in their fair and accurate and balanced treatment of women and minority groups.

Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials

Educators have a major responsibility for the kind and quality of textbooks and other curriculum materials used in the learning-teaching process.

As responsible and dedicated educators in a democracy, we must bring our influence and strength and commitment and wisdom to bear. We must insist upon the production, selection, and use of the finest learning materials that our writers and artists are capable of creating for the education of all our children—male and female, black and white, rich and poor, rural and urban and suburban, Catholic and Protestant and Jewish, Indian and Oriental and Spanish-speaking—all of our children without exception.

Textbooks and other instructional materials are vitally important to learners and their learning. These materials are relevant to the students' life experiences, or they are not. These materials give the students the clear feeling that this education is intended for them, or it is not. These materials make the students aware that they are part of the mainstream of American education and American life, or that they are not. Curriculum materials profoundly affect learners and their learning—in the way they view themselves and their social groups; in the way they think about their roles and future, and about the society and its future; in the way they are motivated to work and play and learn and live.

All textbooks and other curriculum materials should be examined, analyzed, and evaluated with care and thought, to ensure that they meet the highest standards both in subject area content and in their treatment of women and minority groups. Books and other materials which do not meet these highest standards should certainly be rejected.

Following is a list of 20 criteria which can serve as significant guidelines for educators in the process of selecting textbooks and other curriculum materials. While not all of the criteria will be applicable in every case, the questions raised do focus upon basic considerations in the learning materials that we use in the education or miseducation of our children.

Does this textbook or learning material in both its textual content and illustrations:

	Yes	No
1. Evidence on the part of writers, artists, and editors a sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to women or to any minority group?	☐	☐
2. Suggest, by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?	☐	☐
3. Utilize numerous opportunities for full, fair, accurate, and balanced treatment of women and minority groups?	☐	☐
4. Provide abundant recognition for women and minority groups by placing them frequently in positions of leadership and centrality?	☐	☐
5. Depict both male and female adult members of minority groups in situations which exhibit them as fine and worthy models to emulate?	☐	☐
6. Present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships?	☐	☐
7. Make clearly apparent the group representation of individuals—Caucasian, Afro-American, Indian, Chinese, Mexican American, etc.—and not seek to avoid identification by such means as smudging some color over Caucasian racial features?	☐	☐
8. Give comprehensive, broadly ranging, and well-planned representation to women and minority groups—in art and science, in history and mathematics and literature, and in all other areas of life and culture?	☐	☐

	Yes	No
9. Delineate life in contemporary urban environments as well as in rural or suburban environments, so that today's city children can also find significant identification for themselves, their problems and challenges, and their potential for life, liberty, and the pursuit of happiness?	☐	☐
10. Portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images—mutual understanding and respect, full and unqualified acceptance, and commitment to ensure equal opportunity for all?	☐	☐
11. Present social group differences in ways that will cause students to look upon the multi-cultural character of our nation as a value which we must esteem and treasure?	☐	☐
12. Assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual?	☐	☐
13. Teach the great lesson that we must accept each other on the basis of individual worth, regardless of sex or race or religion or socioeconomic background?	☐	☐
14. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders?	☐	☐
15. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?	☐	☐
16. Clarify the true historical forces and conditions which in the past have operated to the disadvantage of women and minority groups?	☐	☐
17. Clarify the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups?	☐	☐
18. Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans?	☐	☐
19. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy—to demand freedom and justice and equal opportunity for every individual and for every group?	☐	☐

	Yes	No
20. Help minority group (as well as majority group) students to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image, pride in their group, knowledge consistent with their experience; in sum, learning material which offers students meaningful and relevant learning worthy of their best efforts and energies?	☐	☐

Editor's note: This author's criteria are not in effect a rating scale. You may however want to judge your present learning materials by these criteria. Unless you are able to answer "yes" to all of these questions, you may feel there is room for improvement—or even a need to select new textbooks and other instructional materials.

BEST COPY AVAILABLE

Contributors

Norman Drachler is currently Director, Institute for Educational Leadership, George Washington University, Washington, D.C. Dr. Drachler has been a consultant to the U.S. Office of Education on Equal Educational Opportunities, Training of Administrators, and the Urban Task Force. From 1967 to 1971 he was Superintendent of Schools in Detroit, where he received the Freedom Award from the Detroit NAACP. Dr. Drachler will retire on August 1, 1974, and will then move to Palo Alto, California, to write and teach.

Maxine Dunfee is Professor of Education at Indiana University, Bloomington, and Co-Director of ENCORE, an innovative elementary teacher education program. She is the author of *Elementary School Social Studies: A Guide to Current Research* and editor of *Ethnic Modification of the Curriculum*, both ASCD publications. With Claudia Crump she has recently completed an ACEI publication, *Teaching for Social Values in Social Studies*, which contains a chapter on value clarification in problems of bias and discrimination.

BEST COPY AVAILABLE

Clifford Lumm is Principal of Hanley Junior High School, University City, Missouri. In this school, exemplary programs in the area of multiethnic materials have been developed and implemented. Mr. Lumm has had many years of experience in junior high schools in Missouri and Pennsylvania. His present concern is student involvement in curriculum building which has stirred a bit of excitement in the St. Louis suburban area. He is an active member of ASCD as well as of the state and local affiliate.

LaMar P. Miller is Professor of Education, and Education and Research Director, Institute of Afro-American Affairs, New York University. He has also taught at Eastern Michigan University. He has served on a number of committees of national organizations, including responsibility as Secretary, Division G, American Educational Research Association. Dr. Miller is the author of "Instructional Media for an Open Society," a chapter in ASCD's 1974 Yearbook, *Education for an Open Society*.

BEST COPY AVAILABLE

Max Rosenberg, Editor of *Quest,* a prize-winning staff journal, now edits the Detroit Public Schools *Reporter.* A feature writer for *Teacher,* Croft's *Education Summary,* and *Education Digest,* his recent proposal for an equal educational opportunity amendment, published in *Phi Delta Kappan,* has received wide attention. In addition to his work in the School Community Relations Division of the Detroit Public Schools, Dr. Rosenberg has worked at the local, state, and national levels to achieve fair treatment for women and minority groups in educational materials.

Glenys G. Unruh, ASCD President, 1974-1975, is Assistant Superintendent for Curriculum and Instruction, School District of University City, Missouri. She has been an elementary and secondary teacher, resource teacher, research assistant, and director of curriculum and of federal and foundation projects. Dr. Unruh is co-author along with William Alexander of *Innovations in Secondary Education* (New York: Holt, Rinehart, & Winston, 1970; second edition, 1974).

ASCD Working Group on Ethnic Bias in the Preparation and Use of Instructional Materials, 1973-74

Norman Drachler (*Chairman*), Director, Institute for Educational Leadership, George Washington University, Washington, D.C.

Francesco Cordasco, West New York, New Jersey

Maxine Dunfee, Professor of Education, Indiana University, Bloomington

Donald Hoover, Supervisor of Science, East Baton Rouge Parish School Board, Louisiana

Clifford Lumm, Principal, Hanley Junior High School, University City, Missouri

LaMar P. Miller, Professor of Education, and Education and Research Director, Institute of Afro-American Affairs, New York University, New York

Arnulfo L. Oliveira, President, Southmost College, Brownsville, Texas

Morgan Otis, Director, Native-American Studies, Sacramento State College, California

ASCD Publications, Fall 1974

54

Yearbooks

Balance in the Curriculum (610-17274) $5.00
Education for an Open Society (610-74012) $8.00
Education for Peace: Focus on Mankind (610-17946) $7.50
Evaluation as Feedback and Guide (610-17700) $6.50
Freedom, Bureaucracy, & Schooling (610-17508) $6.50
Individualizing Instruction (610-17264) $4.00
Leadership for Improving Instruction (610-17454) $4.00
Learning and Mental Health in the School (610-17674) $5.00
Life Skills in School and Society (610-17786) $5.50
New Insights and the Curriculum (610-17548) $6.00
A New Look at Progressive Education (610-17812) $8.00
Perceiving, Behaving, Becoming: A New Focus for Education (610-17278) $5.00
To Nurture Humaneness: Commitment for the '70's (610-17810) $6.00

Books and Booklets

Action Learning: Student Community Service Projects (611-74018) $2.50
Bases for World Understanding and Cooperation: Suggestions for Teaching the Young Child (611-17834) $1.00
Better Than Rating (611-17298) $2.00
Beyond Jencks: The Myth of Equal Schooling (611-17928) $2.00
The Changing Curriculum: Mathematics (611-17724) $2.00
Criteria for Theories of Instruction (611-17756) $2.00
Curricular Concerns in a Revolutionary Era (611-17852) $6.00
Curriculum Change: Direction and Process (611-17698) $2.00
A Curriculum for Children (611-17790) $3.00
Curriculum Materials 1974 (611-74014) $2.00
Dare To Care / Dare To Act: Racism and Education (611-17850) $2.00
Differentiated Staffing (611-17924) $3.50
Discipline for Today's Children and Youth (611-17314) $1.50
Early Childhood Education Today (611-17766) $2.00
Educational Accountability: Beyond Behavioral Objectives (611-17856) $2.50
Elementary School Mathematics: A Guide to Current Research (611-17752) $2.75
Elementary School Science: A Guide to Current Research (611-17726) $2.25
Elementary School Social Studies: A Guide to Current Research (611-17384) $2.75
Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography (611-74020) $3.25
Ethnic Modification of Curriculum (611-17832) $1.00
Freeing Capacity To Learn (611-17322) $2.00
Guidelines for Elementary Social Studies (611-17738) $1.50
Human Variability and Learning (611-17332) $2.00
The Humanities and the Curriculum (611-17708) $2.00
Humanizing the Secondary School (611-17780) $2.75
Improving Educational Assessment & An Inventory of Measures of Affective Behavior (611-17804) $3.00
Intellectual Development: Another Look (611-17618) $1.75
International Dimension of Education (611-17816) $2.25
Interpreting Language Arts Research for the Teacher (611-17846) $4.00
Language and Meaning (611-17696) $2.75
Learning More About Learning (611-17310) $2.00
Linguistics and the Classroom Teacher (611-17720) $2.75
A Man for Tomorrow's World (611-17838) $2.25
New Dimensions in Learning (611-17336) $2.00
Nurturing Individual Potential (611-17606) $2.00
Observational Methods in the Classroom (611-17948) $3.50
On Early Learning: The Modifiability of Human Potential (611-17842) $2.00
Open Schools for Children (611-17916) $3.75
Personalized Supervision (611-17680) $1.75
Removing Barriers to Humaneness in the High School (611-17848) $2.50
Reschooling Society: A Conceptual Model (611-17950) $2.00
The School of the Future—NOW (611-17920) $3.75
Schools Become Accountable: A PACT Approach (611-74016) $3.50
Social Studies Education Projects: An ASCD Index (611-17844) $2.00
Social Studies for the Evolving Individual (611-17952) $3.00
Strategy for Curriculum Change (611-17666) $2.00
Student Unrest: Threat or Promise? (611-17818) $2.75
Supervision: Emerging Profession (611-17796) $5.00
Supervision in a New Key (611-17926) $2.50
Supervision: Perspectives and Propositions (611-17732) $2.00
The Supervisor: Agent for Change in Teaching (611-17702) $3.25
The Supervisor's Role in Negotiation (611-17798) $1.00
The Unstudied Curriculum: Its Impact on Children (611-17820) $2.75
What Are the Sources of the Curriculum? (611-17522) $1.50
Child Growth Chart (611-17442) min. order 10 for $2.00

Discounts on quantity orders of same title to single address: 10-49 copies, 10%; 50 or more copies, 15%. Make checks or money orders payable to ASCD. All orders must be prepaid except those on official purchase order forms. Shipping and handling charges will be added to billed purchase orders. **Please be sure to list the stock number of each publication, shown above in parentheses.**

Subscription to **Educational Leadership**—$8.00 a year. ASCD Membership dues: Regular (subscription and yearbook)—$20.00 a year; Comprehensive (includes subscription and yearbook plus other books and booklets distributed during period of the membership)—$30.00 a year.

Order from: **Association for Supervision and Curriculum Development**
Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006